



Ogmore Vale Primary School Accessibility Plan 2025-2028

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short term	<ul style="list-style-type: none"> • School is aware of the access needs of disabled children, staff and parent/carers • School staff are better aware of access issues 	<ul style="list-style-type: none"> • Create access care plans for individual disabled children as part of IDP process, when and where necessary • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc. • Include questions in the confidential pupil information questionnaire about parents'/carers' access needs 	<p>As necessary</p> <p style="text-align: center;">Autum Term 2025</p> <p style="text-align: center;">Autumn Term 2024</p>	<p>D. Bradley (ALNCo) L. Meredith (Caretaker) L. Brown (HT)</p> <p style="text-align: center;">K. Trowbridge</p>	<ul style="list-style-type: none"> • Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. • Raised confidence of staff and governors in their commitment to meet access needs • All parents able to fully access all school activities

		and ensure they are met in all events.		(Admin)	
	<ul style="list-style-type: none"> Improve safety for visually impaired people 	<ul style="list-style-type: none"> Ensure external lights work appropriately and timer is seasonally adjusted near the main entrance and car park. 	As necessary	L. Meredith	<ul style="list-style-type: none"> Safety for the visually impaired is improved within the school environment
	<ul style="list-style-type: none"> Ensure that all disabled pupils can be safely evacuated Ensure all fire escape routes are suitable for all 	<ul style="list-style-type: none"> Put in place Personal Emergency Evacuation Plans for identified pupils, where and when necessary (PEEP) Develop a system to ensure all staff are aware of their responsibilities Review fire evacuation and emergency plan Annual Health & Safety site inspection Termly health and safety walks of the site 	<p>All completed in Autumn Term</p> <p>As necessary</p> <p>Staff meetings</p> <p>Annually</p>	<p>Class teachers of pupils who need one</p> <p>L. Brown</p> <p>L. Brown and Chair of Governors</p> <p>Governor sub-committee</p>	<ul style="list-style-type: none"> All disabled children and staff working with them are safe and confident in the event of a fire September Inset all staff to be reminded of procedures/ reviewed in January Clear systems in place for safe site evacuation.
Medium term	<ul style="list-style-type: none"> Monitor need for designated disabled parking areas on the school site for staff 	<ul style="list-style-type: none"> None required at present taxi are used. 	Review regularly	L. Brown	<ul style="list-style-type: none"> Accessible parking bay for disabled staff

	<ul style="list-style-type: none"> Ensure all playground areas are flat and safe 	<ul style="list-style-type: none"> Tarmacadam any dips and cracks in the playground to make the surfaces level, as necessary. 	Review as and when	BCBC	<ul style="list-style-type: none"> Safe and easy access and movement for pupils and visitors
Long Term	<ul style="list-style-type: none"> Monitor disabled toilets 	<ul style="list-style-type: none"> To ensure toilet compliant 	ongoing	BCBC	<ul style="list-style-type: none"> Ensure safe access to the school's disabled toilet for disabled stakeholders.

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	<ul style="list-style-type: none"> Ensure all staff are aware of disabled pupils' curriculum access 	<ul style="list-style-type: none"> Set up system for information to be shared with appropriate staff (including lunchtime supervisors) Display information relating to individual pupils' needs in office area and any suitable classrooms 	<p>As and when necessary</p> <p>As and when necessary</p>	<p>D. Bradley</p> <p>D. Bradley</p>	<ul style="list-style-type: none"> All staff aware of individual pupils' access needs All staff aware of individual pupils' access needs
Medium term	<ul style="list-style-type: none"> Review all curriculum areas to include disability issues in relation to the requirements of the 	<ul style="list-style-type: none"> Include specific reference to disability equality in all curriculum reviews (including Schemes of Work and Policies) 	Ongoing	All teaching staff when planning	<ul style="list-style-type: none"> Gradual introduction of disability issues into all curriculum areas through an agreed Equality Impact Assessment cycle

	Equalities Act 2010.				
Long term	<ul style="list-style-type: none"> Ensure all stakeholders are aware of equalities provision 	<ul style="list-style-type: none"> Communicate the Equalities Strategic Plan to all staff, parents and Governors 	Update any new staff	LB	<ul style="list-style-type: none"> All stakeholders are aware of Equalities provision

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short term	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school Review all letters home to check that they are written in Plain English Produce newsletter in alternative formats e.g. large print as and where necessary 	<p>Ongoing</p> <p>Ongoing</p> <p>As and when necessary</p>	<p>Administrative Staff</p> <p>Administrative Staff</p> <p>L. Brown to do when requested</p>	<ul style="list-style-type: none"> All parents receive information in a format that is accessible e.g. large print
	<ul style="list-style-type: none"> Inclusive discussion of access to information in all annual reviews 	<ul style="list-style-type: none"> Consult with parents/carers and children about access to information and preferred formats in all reviews 	As and when necessary	D. Bradley	<ul style="list-style-type: none"> Staff more aware of pupils' preferred methods of communication

		<ul style="list-style-type: none"> Develop strategies to meet needs 	As and when necessary		
Medium term	<ul style="list-style-type: none"> Ensure prospectus is accessible to all parents, governors and other school users 	<ul style="list-style-type: none"> Adapt school prospectus to ensure it explicitly welcomes disabled children and those with ALN 	New updated prospectus available on website from Oct 2025	AH/NC	<ul style="list-style-type: none"> Parents/carers feel confident and welcome from the information they have about the school.
Long term	<ul style="list-style-type: none"> Heighten awareness of mainstream staff in relation to appropriate strategies and procedures to help meet the specific needs of all pupils. 	<ul style="list-style-type: none"> Provide training as appropriate to meet specific needs. 	Ongoing	D. Bradley to liaison with outside agencies including CART and access and inclusions teams.	<ul style="list-style-type: none"> Increased confidence of staff in supporting pupils with specific learning and physical needs.